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*The*  
**NATIONAL ASSOCIATION**  
*of* **CORPORATION SCHOOLS**

Bulletin

25 Cents a Copy

\$2.00 For a Year

Volume II

April, 1915

Extension of Education in Massachusetts  
From Governor Walsh's Inaugural Address

Manufacturers' Next Big Step  
By John H. Fahey, President, U. S.  
Chamber of Commerce

Vocational Study in Pennsylvania  
From Governor Brumbaugh's Inaugural  
Address

New Features at Carnegie Institute of  
Technology

Waste in our Educational System  
By Frank L. Glynn

Applying Method in Salesmanship  
By Mrs. Lucinda W. Prince

How "Burroughs" Apprentices are Trained

New Educational Plan for Delaware  
To Train for Foreign Trade

**PUBLISHED BY ORDER OF THE**  
**EXECUTIVE COMMITTEE**

# The National Association of Corporation Schools

Headquarters, Irving Place and 15th Street, New York City

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## Objects

Corporations are realizing more and more the importance of education in the efficient management of their business. The Company school has been sufficiently tried out as a method of increasing efficiency to warrant its continuance as an industrial factor.

The National Association of Corporation Schools aims to render new corporation schools successful from the start by warning them against the pitfalls into which others have fallen, and to provide a forum where corporation school officers may interchange experiences. The control is vested entirely in the member corporations, thus admitting only so much of theory and extraneous activities as the corporations themselves feel will be beneficial and will return dividends on their investment in time and membership fees.

A central office is maintained where information is gathered, arranged and classified regarding every phase of industrial education. This is available to all corporations, companies, firms or individuals who now maintain or desire to institute educational courses upon becoming members of the Association.

## Functions

The functions of the Association are threefold: to develop the efficiency of the individual employe; to increase efficiency in industry; to have the courses in established educational institutions modified to meet more fully the needs of industry.

## Membership

*From the Constitution—Article III.*

**SECTION 1.**—Members shall be divided into three classes: Class A (Company Members), Class B (Members), Class C (Associate Members).

**SECTION 2.**—Class A members shall be commercial, industrial, transportation or governmental organizations, whether under corporation, firm or individual ownership, which now are or may be interested in the education of their employes. They shall be entitled, through their properly accredited representatives, to attend all meetings of the Association, to vote and to hold office.

**SECTION 3.**—Class B members shall be officers, managers or instructors of schools conducted by corporations that are Class A members. They shall be entitled to hold office and attend all general meetings of the Association.

**SECTION 4.**—Class C members shall be those not eligible for membership in Class A or Class B who are in sympathy with the objects of the Association.

## Dues

*From the Constitution—Article VII.*

**SECTION 1.**—The annual dues of Class A members shall be \$50.00.

**SECTION 2.**—The annual dues of Class B members shall be \$5.00 and the annual dues of Class C members shall be \$10.00.

**SECTION 3.**—All dues shall be payable in advance and shall cover the calendar year. Any members in arrears for three months shall be dropped by the Executive Committee unless in its judgment sufficient reasons exist for continuing members on the roll.

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## Bulletin

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Edited by F. C. Henderschott, Executive Secretary

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### INDUSTRIAL CORPORATIONS AND NATIONAL EFFICIENCY

Frank L. Glynn, after a careful study of the educational systems of Europe writes:

"America has made some very costly and expensive experiments in industrial and trade education. Germany or any other nation could not afford them, but with our great wealth and openhearted philanthropy, we have forged ahead with elaborate buildings, unlimited equipment, short hours, long idle vacations, the latest machinery, teaching shop practice of a symbolic nature, and yet how little we have accomplished considering the field."

The article from which the above extract is taken is published elsewhere in this issue of the BULLETIN.

Mr. John H. Fahey, President of the Chamber of Commerce of the United States in a recent address before the Sphinx Club of New York, which address is printed elsewhere in this issue of the BULLETIN, among other things said:

"I believe we will find there are two great elements in the recent commercial progress of England, France and Germany, the importance of which we are just beginning to see—the training of skilled workers and the scientific organization of business men. Especially in Germany, during the past thirty years, have these two factors counted."

The United States ought to be, by reason of our greater wealth, our unrestrained field for individual thought and the many other advantages which no one denies belong with American citizenship, the leading industrial nation of the world. But the United States is not the leading industrial nation of the world. Many advanced minds are asking the reason why.

The extracts quoted above from Mr. Glynn and Mr. Fahey throw some light upon the question. While individual industrial

organizations are in a considerable measure independent of the general business situation and the conditions which govern business in a larger sense, all business is interdependent. The time has arrived when the executives of large business institutions must prepare to do their fair portion of training before they may hope to share in the indirect, but nevertheless substantial reward which must follow a higher state of individual efficiency in American industry.

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### **SCHOOL FOR SERVANT GIRLS**

Kenosha, Wisconsin, as a municipality is making an effort to solve the servant girl problem. A school has been opened for the education of servant girls, fifteen young women of various nationalities being entered as the first students, all employed in the homes of members of the Kenosha City Club which promoted the school. Classes are organized in breadmaking, table serving, housekeeping, bedmaking, and other domestic arts. Two teachers are in charge of the work.

The expense of the school will be defrayed from the public school funds. Leading women patrons of the school will open an employment bureau in connection therewith and believe that the two working together will serve the purpose of solving the problem of procuring competent housemaids.

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### **ALL SHOULD BE GIVEN THEIR CHANCE**

Speaking of the work of Berea College, President Wilson at a meeting held in the interest of Berea College, declared that its object was "to do what America was intended to do, to give people who had not had it an opportunity, and to give it to them upon absolutely equal terms, upon a basis not of birth, but of merit."

"What America has vindicated above all things else," said the President "is that native ability has nothing to do with social origin. It is very amusing sometimes to see the airs that high society gives itself. The world could dispense with high society and never miss it. High society is for those who have stopped working and no longer have anything important to do.

"Those who can open up the great origins of power are those who feed the nation, and when one thinks of that old stock in storage there in the mountains for over a hundred years, untapped, some of the original stuff of the nation, waiting to be

used, one ought to bid godspeed to those men who are going there and using this old capital that has not even been put out at interest."

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### **SOME INTERESTING FIGURES FROM EDUCATIONAL VIEWPOINT**

Those educators who maintain it is basically wrong to give a child under sixteen any instruction in the trades should not overlook:

First, the vast army of children who leave the public schools before or at fourteen years of age and

Secondly, the wages untrained children are able to command.

The Alliance Employment Bureau of New York has been keeping records with the following results:

The average wage of untrained children who had been working for six months was \$4.30 a week; that of the trained children \$6.85. Of the children working one year, the untrained were getting \$5.10 and the trained \$9.50. And of the untrained children who had been working for two years, the average wage was \$5.85 while that of the trained sixteen-year-old worker was almost double that or \$10.84. The figures given are for children leaving school at fourteen years of age and securing positions in business.

The above compilation of wage earning capacity does not take into consideration the theory that children should not leave school at fourteen years of age but is a compilation based upon a condition which exists. If the child is going to leave school at fourteen it may be desirable to do something for that child in the way of education along practical lines which will have a material bearing upon its earning capacity, although the theory is opposed to the child leaving school at so early an age. We are dealing with a condition which is undoubtedly theoretically wrong. There does not seem to be any room for argument on this point, but the fact remains that the child which is to leave school at fourteen is entitled to some consideration or more than it is now receiving.

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### **FROM PIONEERING TO CONSERVING**

The United States has been a pioneering nation. The main effort of both the nation and the individuals composing the nation

has been directed toward development of our natural resources. It is only within recent years that conservation has been thought of and as yet but little practised. In some ways we have been wasteful. Mr. Frank L. Glynn, Director of the Boardman Trades School of New Haven, Connecticut, points out in his excellent article in this issue of the BULLETIN in what ways waste has occurred. Mr. Glynn figures that "the general public school system at the end of the sixth year is running at about 35 per cent. efficiency which continues to decline as the educational plan advances." It is going to be expensive to inaugurate the larger educational program for which the United States is preparing. School buildings are expensive but there are many school buildings which can be utilized one-half to two-thirds more than at the present time. The problem is one of enormous proportions but the results will justify almost any expense both in labor and in money.

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#### **RIVALRY AMONG STATES FOR LEADERSHIP**

There is a commendable rivalry among several of the States as to which shall have the honor of leading from an educational standpoint.

Governor Walsh of Massachusetts, in his inaugural address and in an interview in which he amplified an educational program for the great commonwealth of which he is chief executive, states Massachusetts should set the example for the other States. New York, as the Empire State, of course takes exception to the viewpoint of Governor Walsh. New York feels, or at least those charged with maintaining a high standpoint of education for the Empire State feel, it is their duty to lead the way into better and more extensive educational systems.

Out in Indiana an educational program is being worked out which is going to command careful consideration.

Pennsylvania and New Jersey are also working out broader educational systems.

Wisconsin probably has done more in recent years than any other State, but there are many States which are preparing to challenge the right of Wisconsin to set the pace.

All of this activity along educational lines is hopeful, and the State that first works out an educational program sufficiently comprehensive and practical to meet the requirements of its citizens fully and completely will not only deserve but will receive general recognition. It is probable, however, that many States

will contribute to such a program. After all it is results which are desired rather than recognition of prior claims as to systems.

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### **MORE EDUCATION FOR THE EIGHTY-FIVE PER CENT.**

A recent report of the United States Commission on Vocational Education shows improvement in the number of children who enter the City Elementary Schools of the country and continue to the end. This report shows that one out of every ten reaches the final year of the high school. The report, however, covers the schools of the cities only. The latest available figures (those for 1912) show that only 4 per cent. of the children who enter all of the elementary schools of the country reach the high school and not all of the 4 per cent. complete the high school course. But reverting to the figures of the Commission on Vocational Education we find that only one-half of the children who enter the city schools continue to the end of the elementary or common grades. On the average, 10 per cent. of the children have left school at thirteen years of age, 40 per cent. at fourteen, 75 per cent. at fifteen and 85 per cent. have no schooling after they are sixteen. The Commission estimates there are probably not far from five million boys and girls between fourteen and eighteen years of age who are not in school. On the basis of nineteen million children of school age in the United States, (exclusive of the colleges and higher institutions of education) about 25 per cent. of the American boys and girls who ought to be in school are not there and only 15 per cent. receive educational training after their sixteenth year. This is a lamentable condition and one that must be met and solved. American pride and ambition will not permit such neglect to permanently exist. Some theories may be upset but any theory which neglects the full educational training of 85 per cent. cannot long be tolerated. Cultural education is necessary and desirable but it must not be permitted to monopolize the whole field. Industrial and agricultural training are of equal if not greater importance to the larger number of the boys and girls who will be the men and women of to-morrow.

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### **REACHING FOREIGN TRADE WITH AMERICAN GOODS**

Professor Swiggett of the University of Tennessee, who is a member of the Committee on Commercial Preparation for



Foreign Trade of the National Foreign Trade Council, has outlined an educational program for promoting efficiency in the United States which will enable sending our commerce into foreign countries on a larger scale than as yet attempted. The plan is outlined in this issue of the BULLETIN. Briefly, it is to utilize the universities of the United States in preparing our representatives in foreign countries to successfully compete for trade. The plan holds much of promise. Increasing trade with foreign countries is not only desirable but necessary to the development of American industry.

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### **THEORY VALUELESS UNLESS PRACTICAL**

Dr. Leslie W. Miller of the School of Industrial Art, Philadelphia, in a recent address declared that the Trade School has no business with the child under sixteen years of age. We like to agree with Dr. Miller in his contention. Many elements, however, enter into the subject. Some children do not stay in the public schools until they are sixteen. Theoretically his idea is correct but to make it practical there should be a compulsory educational law compelling all children to stay in the schools until they are at least eighteen years of age. If we are to adopt Dr. Miller's suggestion nothing can be done for these children toward fitting them to enter the skilled trades. It is difficult to make our theories harmonize with actual conditions. Much depends on how long the child can remain in the educational institutions but on one point there seems to be no ground for discussion. All educational effort should tend toward broadening the child's mind. No matter how highly educated the child may be in any trade, unless a broad educational foundation has been laid the child must remain narrow and never develop to its highest possibilities. This statement is based on the assumption that the child will not seek to educate itself. In such cases, of course, the exception must be made but the number of boys and girls who will educate themselves are limited. In giving consideration to the broader and newer educational propaganda it will be necessary to make our theories harmonize with actual conditions.

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### **MANUAL TRAINING IN THE UNITED STATES**

It is about twenty years since manual training was first taken up in the public schools of this country. Previous to this several European countries had vocational, trade and manual



training in operation, teaching a great many different lines of handicraft, including wood-work, metal-work, brazing, spinning of copper and brass, machine work, printing, engraving, watch repairing, and in fact almost every trade was taught at that time and is now in the public schools of the countries across the sea.

In our own land, Peter Girard, founder of Girard College in Philadelphia, was one of the first exponents for trade schools and schools of a like nature.

The work has grown during these twenty years from a few centres or schools in the larger cities until now almost every city, town or village of any size has at least one period each week for manual training, and the different crafts taught are legion.

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### **PRACTICAL TRAINING FOR GIRLS**

*(Providence Tribune)*

For centuries the lower school curriculum has led straight to the door of the college. Only a fraction of public school pupils nowadays ever obtain a higher education, while the great majority are forced into competitive conditions for which they have had no practical training.

Definite experiments in the introduction of manual and vocational subjects in the graded schools and the establishment of technical high schools for boys are among the most noticeable features of the educational programme of the last decade.

And now the Philadelphia Public Educational Association is asking for the establishment of a vocational school for girls. Girls are no longer content with cultural studies; they ask to be fitted for the duties they must take up after leaving school, whether in the home or in the commercial world.

An educational system, in order to fill its true place in modern life, must be flexible and always ready to adapt itself to new conditions. What is demanded is not less education but a different kind. Nearly fifty per cent. of the girls in the public schools take up a wage-earning occupation, either from necessity or from choice. Public money cannot be better expended than in fitting them to support themselves and those dependent on them.

This change is not a fad; every consideration of economics and humanity is on its side.

### **TRADE TRAINING SCHOOL IN ENGLAND**

#### **Enables Men to Change From One Occupation to Another in Time of Business Stagnation**

One of the most recent employment experiments in England is a trade training school for grown-up men, enabling them to shift from a trade temporarily stagnant owing to the war, into one where skilled labor is urgently needed. The experiment is being carried out by the Prince of Wales Relief Fund, and if successful, may be indefinitely extended.

Furniture trade was one of those most adversely affected by the war and a large number of skilled furniture workers have since become skilled leather workers, on military equipment.

The school was opened December 7th. In the first five weeks of its existence it enrolled 139 men, 64 of whom have "graduated" and obtained employment as leather stitchers.

More than half of the men placed have been over forty years old, and the report of the first five weeks' work in the school states that men over forty, "and indeed over fifty," are quite as quick and adaptable as the younger men.

### **PROPOSE CAMPAIGN FOR TRADE SCHOOL**

New Orleans is alive to the importance of Trade Schools for the boys and girls of that community. The Public School Alliance at a recent conference discussed steps to interest the public in the establishment of Trades Schools. President Walker, Miss Eleanor Riggs and Mr. Burvant spoke.

The discussion resulted in the matter being referred to the committee on industrial education with instructions to bestir itself to get the whole city interested. Miss Riggs suggested the first step should be to educate the public upon the subject with a prolific supply of literature. Dr. Hill told of the ignorance of many citizens upon the subject of vocational education and of what is being done here. The committee will be expected to bring the matter before the Association of Commerce, the business exchanges and the labor unions.

President Walker told of the work of the committee and legislation and the many things which it has under consideration that may be submitted to a constitutional convention, if one should be held, and if not, brought to the attention of the legislature.

## **FREE SCHOLARSHIP AND UNIVERSITY EXTENSION**

### **Governor Walsh, in Inaugural Address, Discusses Massachusetts' Educational Systems**

Governor Walsh, in his Inaugural Address, discussed the educational system of Massachusetts as follows:

We have long been accustomed to point with pride to the educational institutions and advantages of our Commonwealth, and to the long list of citizens of other States and nations who are still attracted to Massachusetts as students by the fame of our universities and technical schools. It is rather startling, therefore, to be reminded, as we have been of late, that illiteracy is many times greater and the diffusion of vocational training deplorably less in Massachusetts than in the German empire, and that many States have far outstripped us already in offering to the mass of their citizens, young and old, free opportunities to secure the kinds of training needed to develop their innate capacities for civil usefulness and to increase their several chances of success in life. If we are to retain much longer the industrial supremacy upon which our welfare so largely depends, this lethargy must be shaken off without delay, and the best means must at once be employed to diffuse as widely as possible the educational facilities that are indispensable to the development of our neglected agricultural resources, the repopulation of our waste places, and the perpetuation of the inventive and mechanical genius which has so far enabled New England to hold her own in industrial competition with sections whose natural resources are in many respects far superior to our own.

### **Systematic Training of Teachers**

I bespeak, therefore, your most careful consideration of the plans for an extended system of free scholarships and university extension that will be laid before you; and, what seems to me still more important, I urge you to consider whether special provision for the systematic training of high school teachers for our smaller cities and towns should not be at once installed in our normal school system, which now presents the strange anomaly of carefully preparing experts in instruction and discipline for the primary and grammar grades, but leaving to chance the technical equipment of those charged with the more difficult and surely not less important task of secondary education. I ask you to inquire also whether our high school courses of study intended for pupils

who are not preparing for college but for an earlier entrance into industrial vocations are as a rule wisely adapted to their special needs.

I want to see the Commonwealth of Massachusetts enjoy the reputation of being the first of all the States in the Union in providing the opportunity and every possible means for all our people to advance in social, industrial and educational improvement to the full extent that their ambition and willingness to apply their talents will permit.

### **Public Correspondence Courses**

Let us provide for the boys and girls of our rural towns, and for those sent into the workshops and factories at an early age, educational correspondence courses. Think of what it would mean to thousands of wives and mothers and servant girls in this Commonwealth to be supplied by their Government, without expense, complete courses in home economics. The university extension educational system should have well organized departments of correspondence study, lecture study, debating and public discussion and general information and welfare. The correspondence work should not be merely of university grade; men and boys who have no more than a common school education should be provided with the information and means to rise to higher positions in the shops in which they are employed as mechanics. And these courses should be of such wide range that the office boy as well as the bank official would have free instruction.

### **Free Training of Highest Order**

The State of Wisconsin, which has outstripped all the rest in the popularizing of educational opportunities, is now able to boast that every one of her citizens, in the most retired hamlets as well as in the centres of population and wealth, can obtain free training of the highest order in all useful branches, general and vocational alike, to the full limit of his time, ambition and capacity. Massachusetts, also, liberal to the verge of extravagance in meeting the educational needs of the fortunate minority whose parents are in easy circumstances, owes no less to every child of the tenements, the factory and the farm, and to every adult whose early environment has been adverse, or who by economic conditions has been obliged to give to manual labor the years of childhood which should have been sacred to mental and physical preparation for civic usefulness and vocational success. A boy or girl ought

not, merely because he is poor and obliged to go to work early in life, to be compelled to pay correspondence schools for getting the education necessary to fit him for a more profitable vocation. The State should give, through its own correspondence schools, free lecture courses, departmental demonstration work, and other methods of university extension, all that private schools now supply to those able to pay for special instruction.

I urge that Wisconsin's admirable system of university extension be copied, or improved upon if possible, in every detail; and that a special State department be at once established, with adequate powers and facilities and a liberal financial provision, for this necessary work.

Shortly I hope to be able to submit a detailed plan for your consideration.

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### **WHAT GOVERNOR WALSH WANTS DONE**

In an interview Governor Walsh went more into details as to his educational plan:

"Next in importance to a sound body—and second only because physical soundness is the indispensable basis for mental and moral improvement—must come a well-trained mind. I have accordingly this year laid especial stress upon the diffusion among all the people of the educational advantages for which Massachusetts has long been famous, but which unfortunately are still chiefly confined to those who are able to pay for them.

### **A Matter of Industrial Supremacy**

"I do this primarily in the interest of the entire Commonwealth, for, as I said in my inaugural address, 'if we are to retain much longer the industrial supremacy upon which our welfare so largely depends, the best means must be at once employed to diffuse as widely as possible the educational facilities that are indispensable to the development of our neglected agricultural resources, the repopulation of our waste places, and the perpetuation of the inventive and mechanical genius which has so far enabled New England to hold her own in industrial competition with sections whose natural resources are in many respects superior to our own.'

"But I feel no less concerned, from a more personal standpoint, that our State should keep pace with the most enlightened



commonwealths in placing these educational advantages within the reach of every child of the tenements, the factory and the farm, and also of every adult who, by economic conditions, has been obliged to give to manual labor those years of childhood which ought to have been free for study and play.

### **Free as the Common Schools**

"To be really within the reach of this great majority of our children and youth, these advantages must be as free as the common school itself. As I said to the Legislature, 'A boy or girl ought not, merely because poor and obliged to go to work early in life, to be compelled to pay correspondence schools in order to get the education needed to fit him or her for a more profitable vocation.'

"Specifically, what I urge is this:

"First, that a State Department of University Extension be created for the general direction and supervision of this important work. This would require the erection of only one building and a moderate annual outlay for the salaries of educational experts and for clerical assistance.

"I would have this department first take up what may be called the correspondence study branch of university extension.

"My interest in this subject was strengthened by a recent visit to Wisconsin.

"I found connected with the State University of Wisconsin a 'Correspondence Study Department.'

"Permit me to present a few facts about this State Correspondence School as I take them from an official publication of the State University:

### **Wisconsin's Correspondence Course**

"The Correspondence Study Department affords an opportunity for consecutive instruction.

"Regular courses of study are pursued to their conclusion, as in a school or at the university.

"In correspondence work, a systematic set of lessons, grouped into courses, is sent out to each student. These lessons may be either printed or mimeographed.

"The student does the work assigned in each lesson and sends that work in to the university, where the instructor in charge of the subject makes suggestions and returns the corrected paper to the student.



"A very important feature of the work is that correspondence students at a given locality are gathered into classes and from time to time meet the instructor; and thus they gain the great advantage of coming into living contact with their teacher.

"A very wide range of subjects is offered by correspondence; indeed, the range is almost co-extensive with the university.

"The correspondence work is of two grades—that which has no relation to university instruction, and that which is of university grade. The students in the former class are largely those in industrial or business subjects. In engineering the courses are planned to give the men the knowledge they need in a direct and practical manner.

"Many of the men taking these courses have no more than a common school education. They are men in the shops who wish to be better mechanics and who wish to rise to higher positions. At the present time scattered throughout the State there are approximately 3,000 students enrolled in the technical subjects.

"The business correspondence courses are taken by many in all ranks in business, from the office boy to the bank official. Each course is adapted to the particular group that undertakes the work. The purpose of these courses is to give specific aid to a man in his business; and also in every course the relation of the particular line to the whole business world is considered, and thus the outlook of the man is broadened.

"The number of active correspondence students in 1912-13 was 6,313, or a larger number than took work at the university.

### **One School Center in the State**

"The population of Massachusetts is 3,366,416. Wisconsin has more than two-thirds as many people, with 2,333,860.

"It is true that Wisconsin is more sparsely settled, for her area of 56,066 miles is almost the size of New England, minus Vermont. One of the things that signifies, to me, is that we could well get along with one correspondence school center—Boston—in place of Wisconsin's six.

"Now, it is a fact that the ambitious men and women of the great metropolitan district, or Greater Boston, are already even better served than their brothers and sisters of Wisconsin's correspondence school.

"How? First, by the Commission on Extension Courses, connected with Harvard.

"The university extension courses, however, deliberately refrain from offering work in the field of applied science for the reason that that field is filled by the Wentworth Institute, Franklin Institute, Lowell School for Industrial Foremen and Boston Y. M. C. A.

"According to the authorities of the Massachusetts University Extension Commission, no Western State university provides opportunities equal to those which these institutions offer to the people of Boston.

#### **Plea for the Rural Districts**

"My plea is not for Boston, although I dare say that hundreds of Boston men and Boston women would enroll in a State correspondence school. Granting that the educational facilities of Boston are the best in the world—for the middle-aged as well as for the very young—may we not sometimes think of Holyoke and the Adamses, Pittsfield, Northampton, Palmer, Webster, Southbridge, Springfield, Worcester, Haverhill, Lawrence, Lowell, Fall River and New Bedford?

"And the folks out on the farms, when they have received all the district school has to give them, what are we to say to them? We know that a large proportion of them come away from the home places because they want to secure an education, and that when they find vocational training at hand in the city they are likely to stay here, leaving 'uncrowded agricultural,' as has been so well said, for 'overcrowded trade.'"

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A course in motor car repairing and reconstruction has been established in the Central Continuation School at Milwaukee, a part of the educational system introduced by the State Board of Industrial Education of Wisconsin for the benefit of boys and girls of school age who are obliged to work for a living and cannot attend school except in the evening. The new motor car department is in charge of Robert Otis and R. E. Davis, Milwaukee motor car mechanics and well versed in gasoline and engine construction. The enrollment in this course during the first week was 203. New applicants are being turned away until provision can be made for establishing similar departments in the other continuation schools.

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The State Board of Education of New Jersey has approved a budget of \$80,100 for vocational training in schools which have taken up this subject. The State aid is apportioned to school districts when an equal amount is appropriated by the municipal authorities.

## **MANUFACTURERS' NEXT BIG STEP**

**John H. Fahey, President Chamber of Commerce of the United States, says It's Industrial Education**

In an address before the Sphinx Club of New York, John H. Fahey, President of the Chamber of Commerce of the United States, said:

"One of the most serious defects in the business system of this country, until within a few years, has been the lack of really representative and efficient organizations of business men, planned to deal with the question of business development from a broad and comprehensive viewpoint.

"It is surprising that we in America who have placed so much emphasis upon thorough organization in private business should have been so slow to see the necessity of applying the same principles when dealing with the greater project of promoting the total business of a city or the whole country.

"If we had long since studied the great development of the leading commercial nations of Europe we would have observed that the system of carefully worked out organization of the business men, concentrating the results of their thought and experience and co-operating with their central governments in general promotion, had been a tremendous factor in the success achieved.

"For generations, England, France and Germany have had business organizations of the greatest importance. Especially during the past thirty years they have developed such efficiency in this direction as to completely outclass us. In this country we organized the workers and we organized the farmers, but we failed to organize the business men except in a most careless way.

### **Where We Can Learn From Europe**

"I believe we will find there are two great elements in the recent commercial progress of England, France and Germany, the importance of which we are just beginning to see—the training of skilled workers and the scientific organization of business men. Especially in Germany during the past thirty years have these two factors counted.

"Why do we buy imported goods in the United States at all? In small part because of cheapness in quality and price, but in most cases because of art and skill. The art of the French worker is not wholly inherited. It is partly the result of en-

vironment, but more because of training. For years the French Chambers of Commerce have concerned themselves with the problems of the textile and commercial schools, with results that show in every direction.

The French manufacturer takes 50 cents worth of raw silk and by the application of art and skill turns out a product which sells for \$1.50 to \$2.00 per yard. We in this country take the same quantity of silk and lacking the values the French business man puts into it our output sells on the market for 50 to 75 cents a yard. I am not quoting exact figures. I only intend to illustrate the disparity and the difference in results secured from the treatment of raw material which represents in large part French success in manufacturing and the wealth which has come from it.

### **Training Brings Industrial Skill**

"To-day the finest English razors are sent to Germany to be concaved before they are exported to the United States. Why? Simply because Germany's training of her workers so outdistanced England in this particular line that she could not avoid this step.

"When in the single State of Prussia the ministry of education reduces the proportion of unskilled labor from 33 per cent. to 10 per cent. in twenty years, something has happened which helps to explain Germany's great prosperity. In one year out of 2,200 graduates from the highest classes in the elementary schools in Munich, 2,150 went directly into skilled employment. Think that fact over. And at the same time remember that for many years population has increased in Germany at the rate of 900,000 per year excess of births over deaths—or equal to the record in the entire United States, exclusive of immigration. Meanwhile, immigration from Germany, which averaged 220,000 annually thirty odd years ago, has dropped to less than 25,000, and for the past fifteen years nearly 35,000 persons have entered the empire and become citizens every year. In addition to this the country has taken care of a million foreign laborers a year in seasonal work.

### **Skilled Labor Always in Demand**

"It is evident there was plenty of work for the ever-increasing supply of skilled young men, at satisfactory wages, else they would have been tempted to come to the United States. The openings were made for the production of this skilled labor by

organized business working in a systematic way in co-operating with government. All over Germany you find their Chambers of Commerce have established or promoted commercial schools and technical schools. In many cases these organizations have maintained such institutions themselves. In Berlin, for example, the Berlin Merchants' Corporation supports, in the heart of the city, out of its own resources, a great commercial and technical school with more than 2,000 students enrolled. It also has half a dozen continuation schools and schools for industrial training in different parts of the city. From the successes achieved from this type of work we should learn a few lessons."

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### **TEXAS TO EDUCATE HER PRISONERS**

The Tillotson Bill introduced in the legislature of the State of Texas provides that the prison commission as soon as practicable shall provide at each prison farm and camp where prisoners are kept or worked, schools for instruction of prisoners in elementary branches of the English language and industrial education and such other instruction as they may prescribe, and shall provide suitable recreation for the prisoners at reasonable hours, and they shall employ such number of competent teachers to instruct the prisoners as in the judgment of the prison commission may seem necessary, and the prison commission shall make reasonable rules and regulations whereby the prisoners may attend such schools. The prison commission shall prescribe and furnish to the prisoners suitable books and other reading matter, and to this end may establish and operate among the prisoners a circulating library and may adopt such other means of distributing among the prisoners good and wholesome literature as in the judgment of the prison commission will best enable the prisoners to avail themselves of the same; provided that all teachers herein provided for shall, so far as practicable, be taken from the convicts, and such teachers may be excused from further labors. The chaplain shall be ex-officio librarian of the penitentiary, passing upon all library books, and direct such other work as may be prescribed for such library management.

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### **A NATURAL MISTAKE**

"What sort of a school is 'Leazer Tudwinker's niece goin' to, up to the city?"

"O Controversy of Music, I b'lieve they call it; she's learnin' to be a choir singer."—*Puck*.



## **VOCATIONAL STUDY IN PENNSYLVANIA**

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### **Governor Brumbaugh Points Out Advantages of New Course. In His Last Report Advocates Training in Trades for Girls**

Establishment by the Board of Education of a Department of Vocational Education and Guidance, with the result that the work of manual training has been generalized throughout the Philadelphia school system, is classed by Dr. Martin G. Brumbaugh, Governor of Pennsylvania, as "one of the greatest things for the economic welfare of the people of Philadelphia that has been undertaken in recent years."

In his annual report to the Board of Education, presented upon his retirement as superintendent to take up the duties of Chief Executive of the Commonwealth, Dr. Brumbaugh reviewed the accomplishments of his eight years' term as head of the local school system.

Referring to the department of elementary manual training, Dr. Brumbaugh in his report said:

"Philadelphia was first to establish in a large way manual training high schools. These schools had no articulation with elementary education. Pupils entering them had no preliminary equipment to take up the important work. This was a distinct weakness in the system. Moreover, as these manual training high schools developed, they gradually shifted away from their original purpose of training boys in the manual arts and became in a large measure academic institutions with the ambitious intention of following other academic high school procedures and of fitting boys to enter colleges and universities in the regular arts courses.

### **System Replanned**

"It seemed wise to reorganize all the high schools and make manual training a department in each of them. This was done in the hope that as a department it would be enabled to carry out its original and important function of fitting our boys in Philadelphia to work with their hands in our industries—an achievement of great economic significance—and the guarantee of a career of the greatest dignity and importance.

"When this was accomplished, it became increasingly apparent that manual training should be made an integral part of the training of the children in the elementary schools. Gradually



classes were established where opportunity presented, and, finally, after much delay, the board established a department of vocational education and guidance with a director for its administration.

"This department is now well organized and the work of manual training has been generalized throughout our school system, to the great benefit and enrichment of the curriculum, and, I trust, to the satisfaction of the members of the Board of Public Education. I believe that this is one of the greatest things for the economic welfare of the people of Philadelphia that we have undertaken in recent years."

### **Philadelphia Trade Schools**

In that portion of his report covering the development of the Philadelphia Trades School, Dr. Brumbaugh advocated that a trades school for girls be established without delay. He said:

"When I became Superintendent of Schools, the Board of Public Education had just authorized the establishment of a trades school and selected a principal, and done nothing else. Even before I assumed in official capacity my duties as Superintendent of your schools, at the request of a member of your body, I prepared a plan for the organization of the school, wrote the curriculum in detail, and submitted the same to the Board of Public Education, which body adopted it, and the school began its important and far-reaching service to this community.

"It has gradually and consistently extended and developed its work; has had the wisdom to take on the continuation school idea; has widened its evening organization; has greatly increased in attendance, and is to-day a satisfactory and serviceable institution which ought to be duplicated in other parts of the city, to the end that distinct encouragement and help should be given to all the boys and girls of Philadelphia who desire to become trained and efficient workers in the several manual trades of the city.

"I specifically recommend that a trades school for girls be established in order to give them the same type of opportunity for a substantial wage-earning relation to society that is now afforded to the boys in the trades school."

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The Dress and Waist Manufacturers' Association of New York has under consideration the establishment of a school for industrial training to prepare workers for, and to assist them to advance in, the industry.

### **DANGERS IN EARLY TRADE TRAINING**

#### **Dr. Leslie W. Miller, of Philadelphia, Opposes Training of Boys Under Sixteen**

That system of vocational training which takes a boy or girl at the age of twelve years and begins to train him or her specifically for a trade is woefully at fault, declared Dr. Leslie W. Miller, of the School of Industrial Art, Philadelphia, who addressed a meeting of the Industrial and Technical Education Conference of the Public Education Association at the Curtis Building recently. Dr. Miller declared that the trade school has no business with a child under sixteen years of age. He pointed out that a boy or girl under that age could not possibly have the preliminary training necessary to derive any benefit from the courses of study in the trade school.

The speaker characterized the contention on the part of many educators that a boy twelve years old should begin to study exclusively the trade he wishes to follow as "the most foolish educational doctrine he had ever heard." It is Dr. Miller's opinion that the trade school should teach but one trade. He said that trade schools should be encouraged in every possible way and that he heartily favors the establishment of such schools by corporations for the benefit of employees. He advocated the raising of the entrance requirements for the public trade school and declared that greater attention should be given to selecting the boys for the trade. He vigorously opposed the apprentice system.

J. Leeds Clarkson, of the educational department of the Central Branch Y. M. C. A., addressed the conference in regard to the extension classes conducted in shops and factories by the Pennsylvania State College in connection with the Y. M. C. A. He said that in less than a year more than 250 workmen have been enrolled in the courses in this city. He declared that the shop classes had become very popular with the men and that classes will soon be established for employees of the United Gas and Improvement Company and the Philadelphia Rapid Transit Company.

### **ALABAMA TIRED OF ILLITERACY**

"Down in Alabama there has developed a strong and commendable, though somewhat belated, interest in the illiteracy question as it affects not immigrants from Europe, but the State's

own population. A new law provides for the appointment by the Governor of four Commissioners who, with the State Superintendent of Education, are to devise measures for remedying what has come to be regarded as a humiliation and a reproach.

"There are in Alabama, according to the *New York Times*, 93,000 white people who can neither read nor write, and 27,000 of these are boys and girls between the ages of 10 and 16. The illiterate negroes in the State number about 250,000.

"The Governor is authorized by the new law to appoint women as well as men members of the Commission, and though the Commissioners are to serve without pay and without even an allowance for personal expenses, they are free to accept funds contributed from private sources, and are permitted to employ the necessary stenographers and secretaries. It is believed that whatever money is required can be raised easily, as the cry, Alabama's illiteracy—let's remove it! has been started all over the State.

"The general assurance that the work of this Commission will be successful in improving conditions with respect to education is largely based on the efficiency which a like body has shown in Kentucky. There the movement was started by Mrs. Cora Wilson Stewart in what was the most illiterate county in the State. In that county now everybody, white and black, can read and write except twenty-three, and in each of these cases there is some adequate reason for failure, like extreme age or mental deficiency.

"The establishment of adequate educational facilities for all will of course be expensive in Alabama, as it is elsewhere,' continues the *Times* in an editorial discussion of the subject, 'but it has come to be appreciated that the existence of a vast mass of ignorant citizens, including the usual proportion of voters, is still more costly—so much more costly that no State can afford to permit its perpetuation, the States of comparatively small financial resources perhaps least of all.' "

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### UNCLE SAM'S INDIAN WARDS

The United States Government is expending over \$4,000,000 each year for the education of Indian children. There are 84,229 Indian children of school age in the United States. About 86 per cent. of them are enrolled in school and fully 78 per cent. of them are in actual attendance.

## **NEW FEATURES AT CARNEGIE INSTITUTE OF TECHNOLOGY**

### **Practical Ideas Are Being Tested Which May Prove of Value in Our General Educational System**

By F. C. HENDERSCHOTT

In Pittsburgh, the Carnegie Institute of Technology is developing under the direction of Dr. A. A. Hamerschlag. In some respects this educational institution is unique. Connected with the Institute is the Margaret Morrison Carnegie School devoted entirely to the educational welfare of women and girls. Here health plays an important part as does household economics, one entire floor being given up to the study and practice of textiles.

The Institute reflects its director. Dr. Hamerschlag recognizes no permanent opposition. He has ideas, big, broad ideas. He is a man of wonderful vision. He does not hesitate to fly directly against tradition. He is extremely democratic and has gained a feeling of loyalty on the part of every member of the Institute which stands back of his every effort to work out educational problems.

Some of the noteworthy features to be found in the Carnegie Institute of Technology are:

Student government as to discipline.

Carnegie Institute of Technology graduates the individual and not a class.

They have so arranged that their students' work is not passed on by the professors who give the work but by boards of superior experience and knowledge. For example, the work of their architectural students is passed on by a board selected by the National Association of Architects with its main office in New York City. The examination of students who are studying plumbing is passed on by the Masters' Plumbing Association of Pittsburgh or a committee from this Association and similar plans have been worked out for practically every line of the industries taught in the Institution.

There are no regular hours for studying. A boy can pass from one course to another in so brief a period as three months, whereas other students may never be able to pass. It is a question of how quickly the knowledge can be assimilated and applied and not a question of merely moving along with a class.

At certain hours during the day concerts are given in the auditorium and moving pictures are displayed, or perchance the

class in drama may be producing a play. Students are at liberty to leave their work at any time and attend any of the concerts or amusements. Thus mental strain is minimized or removed.

About 65 per cent. of the male students work their way through the Institute, and to meet this condition the Secretary, Mr. Field, has perfected an Employment System where personal records of each student are carefully kept. The objects of the employment bureau are three-fold:

First—To help students who work their way through the Institute.

Second—To keep students until they graduate.

Third—To help graduates to get employment when they have completed their school work.

In connection with the Employment Bureau the subject of Vocational Guidance has been carefully studied.

Broadly speaking, the students can be divided into three groups:

First—Those who possess a natural desire to do work with their hands. This group includes bricklayers, plumbers and all similar trades.

Second—Those interested in special engineering problems, for example, Wright Brothers, McAdoo, etc.

Third—Those interested in color, sound, music, that is, who are emotional, artists, writers, actors, etc.

Because of the rest periods the Carnegie Institute has been able to get fifty-four hours work per week from the students in comparison with the average university where the work periods do not exceed forty-five hours per week.

But about 15 per cent. of its students graduate. Possibly this condition can be accounted for by the theory that the student does not have a full realization of the value of the education he is receiving. Most persons are so constituted that they cannot fully estimate the earning value of technical knowledge until they have had actual experience in the industries. The fault may lie here. If so, conditions can be corrected by arranging to send students for varying periods into the industrial life of Pittsburgh and vicinity. These periods may vary from six months to a year. There is a growing belief that young men and young women who leave their studies before graduation and go into industrial life, thus becoming earning factors, can and do more fully appreciate the knowledge to be gained in the colleges and universities after the actual experience acquired in the industries.



## URGES NATION TO DIRECT SCHOOLS

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### **Ex-President Taft Would Expand the Bureau of Education Into a National University**

"What we need in the country," said ex-President William H. Taft, addressing the Department of Superintendence of the National Education Association, "is an opportunity for standardization and comparison of school systems in the different States and different cities. This, I think, we might have by establishing what Washington recommended—a national university in Washington.

"The Bureau of Education might well be enlarged into a university, which should not be a teaching university, but one with a corps of experts who could offer to the people of all the States and the people of all local communities the opportunity of having their respective school systems examined and reported on as to proper scope, efficiency, thoroughness, and economy. The same university should hold periodical examinations in convenient parts of the country which any person might, upon the payment of a small fee, take, and, if successful, receive a certificate equivalent to a degree in certain established courses.

"All this would be voluntary; but if the system were impartial, thorough, and wisely severe, as it should be, the value of the reports and the value of the certificates would become great. They would assure the people of a community that they were getting their money's worth from a school system officially approved by such a university, and by assuring them that the graduates of their school could obtain degrees from such examinations. Thus we should soon have a standardization of our school systems of the highest value.

"The pressure of the taxpayers upon their particular school authorities to apply for an examination and report would be so great that it would soon become equivalent to a compulsory system. It would stimulate school authorities to earnest work. It would eliminate shoddy pretense and show, would minimize exploiting and publicity methods, and would give a proof of excellence and comparative high standing that would be incontestable. I tried to secure larger appropriations in my administration for the Bureau of Education with a view of beginning the system in a small way, but was unsuccessful."



## **FRANCE WILL EDUCATE HER CRIPPLED SOLDIERS**

A letter written from Paris to one of the American medical journals reports that the French are already considering means of caring for the many crippled soldiers discharged from the army. What is to become of these young men, some of them barely twenty years old?

Obviously they should be taught some trade which will make them independent and preserve their self-respect and their interest in life. The most successful attempts to give industrial training to cripples have been carried out in Scandinavian countries, beginning with the institution founded in Copenhagen by Hans Knudson, in 1872. More recently, in 1906, after the passage of the Belgian law providing compensation for industrial accidents, an excellent school of this kind was opened in Charleroi, that now sorely stricken city, and this is the school which the French are taking as their model.

Seven departments were carried on in the Charleroi institution: a school of shoemaking, one of book-binding, one of harness-making, one for the cutting and the making of clothing, one of basket-weaving, one for the weaving of matting, and a school of bookkeeping. As much attention was paid to intellectual as to industrial instruction, and so good were the results that the demand for workers always exceeded the supply.

The city of Lyons, which is especially rich in medical and industrial resources, has volunteered to found the first school for crippled soldiers in France, and will begin at once.

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## **RECOMMENDATIONS OF MINNESOTA EDUCATIONAL COMMISSION**

*(School Board Journal)*

The State Educational Commission of Minnesota, on January 8th, submitted to the school people a summary of its recommendations for the better control and more efficient operation of the State educational institutions. It is recommended that all educational institutions "be united to the end that the efficiency of the schools be promoted, the burden of taxation equalized and adjusted, a common school education provided for every child, and that an opportunity be given for special training of the individual along vocational lines or in higher education in preparation for a professional calling."

The recommendations of the commission cover ten points as follows:

Leave the university under the regents.

Put the supervision of common schools by the State under a State board of education.

Join the regents and the State board of education in an educational council.

Leave the independent districts as they are but make them uniform by abolishing the special charters of all but three large city districts.

Raise the rural districts to the same dignity and power as the independent districts by creating in each county a common school district embracing all the rural territory.

Insure trained men and women for supervision of rural schools through the election of a common school supervisor by a representative body, instead of the county superintendent who may be well chosen or wholly unqualified.

Distribute the state school fund in three ways: -The income of the trust fund on a per capita basis according to the constitution; the present one mill tax on the basis of teachers' salaries; the present local one mill tax on the basis of school attendance.

So make school taxation by the State a stimulus to efficiency in the schools and a means of equalizing the burden of common school education.

Distribute State aid for first-class common schools and high schools in proportion to results accomplished, to the expense occasioned and to the burden entailed on each district.

Award State aid for furnishing special courses on a co-operative plan by which the district will furnish the equipment and the State will approximately sustain the additional expenses of hiring teachers.

The education commission has reached the conclusion that this plan will promote the efficiency of the schools more than now, equalize the burden better than now and give more completely than now to every child in the State the guarantee of a common school education and to every child who can profit by it the opportunity for special training or higher education.

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### LITERAL

A teacher signaled the reopening of school by asking her class to write an essay on London.

Later she was surprised to read the following in one attempt:

"The people of London are noted for their stupidity." The young author was asked how he got that idea.

"Please, miss," was the reply, "it says in the textbook the population of London is very dense!"

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## **WASTE IN OUR EDUCATIONAL SYSTEM**

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### **What Connecticut Has Done to Improve Educational Conditions**

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BY FRANK L. GLYNN

[Director Boardman Trade School, New Haven, Conn.]

America has made some very costly and expensive experiments in industrial and trade education. Germany or any other nation could not afford them, but with our great wealth and open-hearted philanthropy, we have forged ahead with elaborate buildings, unlimited equipment, short hours, long idle vacations, the latest machinery, teaching shop practice of a symbolic nature, and yet how little we have accomplished considering the field.

The general public school system at the end of the sixth year is running at about thirty-five per cent. efficiency, which continues to decline as the educational plan advances. What would be the outcome if our wonderful factories and industries had a loss of material to the extent of eighty to ninety per cent. before turning out its finished product? And yet the schools are dealing with humanity—our American people, looking toward posterity, and the advancement of the nation.

Our technical schools and universities have met with wonderful success in the higher technical field; our technical high schools have had a widespread development. Now our attention is being turned toward the vocational school to train competent office help—valuable salespeople—efficient mechanics—and economic housewives.

The vocational school has developed in several states in several different ways. In one case it is a gradual make-over of the entire public school system—another, separately established local schools under State approval and partial support; while another, established experimental stations, from which the development has been of a reliable healthful sort, as in Connecticut. The initial investment was large but now the State as a whole and even other states are deriving benefit from the experiment.

For business and trade value, however, great disadvantages have been found in many places.

First, in the enormous cost of investment, maintenance and instruction.

Second, that the graduates of the commercial school could neither add nor spell accurately; the mechanic merely knew a lathe from a radial drill without being able to operate either; and the girl could neither sew nor cook for household purposes.

The *results* in Connecticut have shown that the second objection has been entirely overcome and the first greatly reduced.

The newest development of the State is in the city of New Haven where one of the oldest and best technical schools of secondary grade had been up to last year operating five hours a day, five days in the week, and about thirty-six weeks a year for the past twenty years. It offered training in cabinet making, pattern making, forging and machine shop practice to the boys, and cooking, sewing, and millinery to the girls; approximately, 120 sixty-minute hours a year or the equivalent of twelve days in a factory. This is the usual condition in similar schools. Out of 365 days a year the school operated only 190, the usual school year, and as before stated the usual five-hour high school day.

Beginning with last September the Board of Education, encouraged by the Chamber of Commerce, revised all this. The school began to open at 8 A. M. and close at 5 P. M.—Monday morning to Saturday noon—and fifty weeks a year, with the result that instead of a boy and girl having the usual 950 hours a year of instruction, they receive 2,200 hours, giving them specific trade training and enabling them to do in two years and a half what would otherwise take double the time, as may readily be seen.

Further, the school shops began training the students on productive work for the schools and outside contractors, subletting the contract for labor. In this way a broader variety of training was made possible and the instruction made practically self-supporting in some trades, all reverting to the good of the municipality. The print shop has twenty-five boys eager to do the printing for the school system; the plumbers are doing the school repair work; the painters and decorators have redecorated the interior of one of the large school buildings; the carpenters are busily engaged in making school equipment, and are soon to build a large house in the city; the machinists are making a machine for the market, and doing job work; the dressmakers are making dresses for the trade; the cooking department is about to run a restaurant service for the high school students and teachers; while a beginning is at present being made to have the commercial

students keep the entire accounts and records of the school factory, thus giving them also practical experience.

In addition to this the school also provides manual instruction in the trades to about 1,200 high school students who attend about four hours a week during the regular school year; summer courses for high school boys were held and continuation instruction for printing apprentices who leave the factory one-half day a week to attend the school has been begun. It is expected to soon extend this course to include machinists and salesgirls from the department stores, while up to the present the evening school has received over a thousand applications.

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### **WILL TEACH PUBLIC TO SAVE SIGHT**

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#### **Societies Co-operate in Starting Campaign to Prevent Unnecessary Blindness**

A campaign to prevent unnecessary blindness was started at the Lighthouse for the Blind, at 111 East Fifty-ninth Street, New York, when the first of a series of "sight saving" lectures was delivered by Dr. Walter B. Weidler, ophthalmologist of the Manhattan Eye and Ear Hospital. The lectures, which will be open to the public, are intended not only for the blind, but for those in danger of losing their sight. They have been arranged by the New York Association for the Blind in collaboration with the American Medical Association, the Illuminating Engineering Society and the Board of Education.

#### **Will Extend Work to Other Cities**

The campaign will be educational, and it is the intention to extend it to other cities. A Sight-Saving Service Committee, organized to assist in the work here, is composed of Dr. Ellice M. Alger, Professor of diseases of the eye in the Post-Graduate Hospital; President Thomas W. Churchill, of the Board of Education; Health Commissioner S. S. Goldwater; Dr. Ward A. Holden, ophthalmologist of the College of Physicians and Surgeons; Miss Winifred Holt, Secretary of the New York Association for the Blind; Dr. Henry M. Leipziger, Supervisor of the lecture bureau of the Board of Education; President George McAneny, of the Board of Aldermen; Arthur Williams, President of the American Museum of Safety, and Dr. Talcott Williams, Director of the Columbia School of Journalism.



### **Education Can Prevent Blindness**

The sight-saving talks will aim to show what has been accomplished in the way of preventing blindness and to enlighten the public as to the proper care of the eye. Many persons thought to be hopelessly blind may have their sight restored, according to Miss Holt, while any number of others are needlessly made to suffer from poor or defective vision because of improper treatment.

"Eight years' experience," said Miss Holt, "has taught us that the ranks of the blind could be greatly reduced by convincing the public of the need of proper hygiene, proper economic conditions, good lighting, fresh air, and exercise. The campaign about to start is in a sense an outgrowth of the clinic which we established at the Lighthouse a year ago. Blind people of all ages are here treated by experts, and the benefits already derived have been remarkable. In one instance the association was instrumental in finally curing five cases of blindness."

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### **HIGHER EDUCATION FOR WOMEN FAVORED**

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#### **Prof. Fred H. Sykes Advises Jewish Women to Take Up Vocational Training**

"Higher Education and Vocational Training for Women" was the subject of an address by Prof. Fred H. Sykes at a meeting of the Council of Jewish Women of Brooklyn. Prof. Sykes is president of the new Connecticut College for Women.

"Higher education for women," he said, "is not a desire of learned persons to form a new kind of college for women. The day of training women to become only musicians or artists, or teaching them to become proficient in any of the higher arts, is past. Nowadays they study physics, chemistry, mechanics, etc.

"Fifty years ago a college for women was only a poet's dream. Now there are 72,000 women attending colleges.

Prof. Sykes pointed to the fact that because women out West are voters the State universities are all co-educational.

He told the members there are 2,000 public libraries in this country that are "manned" by women, and he dwelt at some length on women as mechanical inventors.

"There is a greater solidarity among women for the cause of women," the speaker said. "There is doubt among some women and many men as to the brain ability of the average woman. It has been found, however, women are equally as capable as men."

The speaker advised all women to take up vocational training in whatever field they feel assured they would be successful.

### **APPLYING METHOD IN SALESMANSHIP**

#### **Instructed Girls Can Do More Efficient Work and Adequate Wages to Them Pays**

Speaking to the members of the National Retail Dry Goods Association, Mrs. Lucinda W. Prince of Boston, Director of the Union School of Salesmanship in that city, gave a detailed account of the way saleswomen are trained by that institution and made into highly effective employees. The applause that greeted the close of her remarks proved beyond doubt that she had cast considerable light on a subject of vital interest to all her hearers. So pleased were the retailers who heard her speak that, shortly after her address was finished, they made known by a rising vote that they wanted her to come to the association as Educational Director, which resulted in a resolution empowering the Executive Committee of the Association to work out a plan whereby this result might be obtained.

The school of which Mrs. Prince is the Director was founded by her in 1905, and was established in the same year by the Women's Educational and Industrial Union of Boston. A training class for teachers of salesmanship was organized in 1909, and since 1911 it has been associated with Simmons College in Boston. In 1913 Mrs. Prince was appointed by the Public School Committee of Boston as Director of Practice in Courses of Salesmanship in the public high schools and continuation schools of that city.

#### **A Need for Happier Workers**

"One of the things the retailers need most of all," said Mrs. Prince in her talk to the merchants, "is happier workers. The bonus system and the minimum wage question would take care of themselves if the saleswomen were so educated that they could do really efficient work for their employers, the sort of work that would be rewarded by adequate wages on a strictly business basis, which in itself would make for happiness on the part of the workers."

The Union School, she pointed out, is a strictly business proposition and is related to the retail stores of Boston, but it is not too closely allied with business to lose its identity. So great is the interest of the leading Boston dry goods merchants in the

school that an Advisory Committee made up of executives of several of the large stores helps plan the work and keeps close the connection between the instruction offered and the actual work of selling goods in the stores. The students are all saleswomen employed in the department stores of Boston. They receive full wages while attending the school, and their day's work is about equally divided between the school and the store.

The success of the school is best indicated by the fact that the store officials testify frequently that the girls who attend the courses sell more goods in their afternoon at the store than the others do in the entire day. Further tribute to the school is given by the store executives in the change of the class of girls they are sending there. While at first they sent their lowest paid girls, who they thought could be most easily spared from the store, they now send their best and most promising employees.

Explaining the way in which the school is conducted, Mrs. Prince said that the girls come there at 8:30 and ring in their time the same as they do at the store. The time cards are sent each week to the stores from which the girls come, and if they are late or absent their punishment is meted out by the stores. She continued:

#### **Wholesome Appearance a Business Asset**

"The first thing we try to impress on the girls is that a wholesome appearance is an essential business asset. The girls are willing to follow suggestions laid down, and realize the relation of right living to efficiency. One of the first things that is actively discussed is the relation of shoes and feet to good salesmanship. None of the girls seems to know that a standing occupation, under proper conditions, is more healthful than one which requires constant sitting down, and we have found that much of the complaint and discouragement against selling goods behind a retail counter is due to physical conditions produced by wearing improper shoes. Time and time again we have seen a girl's health and efficiency improve because a change to sensible shoes had removed the cause of a great part of her physical suffering."

According to Mrs. Prince, the subjects studied are salesmanship, which is taught by discussions of the store experiences of members of the class; by lessons on such subjects as the care of stock, approaching the customer, etc., by means of demonstration sales and by lectures from representative business men and women; textiles, with the study of the raw materials, the finished fabrics, and practical tests for adulterations; color and design as

applied to dress; furnishings and the display of merchandise; hygiene from the viewpoint of business honesty, business arithmetic, supplemented by actual store problems, and economics as applied to the spending and saving of money, etc. There are now more than 600 graduates of the school. At the end of the course practical examinations are given, the questions covering a wide variety of topics indident to the conduct of business in department stores.

### **More Girls Taking Up Salesmanship**

Mrs. Prince pointed out that one of the strongest arguments for the teaching of salesmanship in the public schools was that more girls are going into selling each year from the various high schools than are going into office work for the reason that there are more of these positions. She startled her hearers somewhat by saying, apropos of this, that of the 2,100 students in Girls' High School, Boston, 1,400 were studying stenography and type-writing, these being the only business subjects the curriculum of the school afforded.

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## **VOCATIONAL COUNCIL DOING SPLENDID WORK**

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### **Aims to Keep Boys in School by Interesting Them in the Things They Are Best Fitted To Do**

Vocational education promises to be a most popular feature of the Reading, Pa., school curriculum. The new department has proven a valuable educational adjunct. Its possibilities for good are great and its influence far-reaching.

The practical arts department of the Reading schools has been advancing steadily from year to year. Additions have been made to the equipment and teaching force and the courses have been enlarged and broadened. Much time was spent in observing, planning and doing research work to make the department as efficient as possible and to more nearly fill the needs of the coming generation.

In 1910 there were but two shops and two instructors. Today the department has a number of finely equipped shops and drawing rooms and a larger force of instructors.

Industrial education is proving effective as a stimulus to keep many in school until they have finished their course. The object of the department is to make the work and instruction of such a character that it will appeal to those who might otherwise

be dissatisfied with the progress in school. Often the boy who appears dull in the academic division is the best workman in the shop. This fact impresses and so encourages him that he invariably decides to continue his education.

Industrial education is accomplishing much good, not only in the training of the mind and the hand, but also by creating a keener interest in the school for the discontented and restless boy.

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### **PRACTICAL VOCATIONAL TRAINING**

*(New York Globe)*

Although vocational school work in this city is yet in its infancy, the first concrete result of it is such as to place New York far in advance of many other communities throughout the country in the effort to prepare boys and girls for practical life work. We refer to the automobile machine shop being erected by the boys of the vocational school at 138th street and Fifth avenue, the cornerstone of which has just been laid with appropriate ceremonies by Mayor Mitchel.

The building, which is to be of steel and concrete, fifty feet in width by seventy feet in depth and fifteen feet in clearance, when it is completed will represent the work of the boys of the school exclusively, even to the grading of the lot on which it stands. The boy architect, carpenters, tile layers, plumbers, sheet metal workers, machinists, and electrical workers of the school all are taking a share in the construction of the shop, and the ability they have thus far displayed would do credit to the most experienced of artisans.

When the boys of a school like this find that they need an automobile machine shop, and set to and build one themselves, they certainly furnish a convincing argument in favor of the widest extension of vocational training. It is a work unique in trade schooling, and speaks well not only for the ability of the boys themselves but for that of their teachers as well. As Mayor Mitchel aptly put it, the building will stand as a monument to the lads' skill and to vocational schooling in this city.

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J. Y. Joyner, State Superintendent of Schools of North Carolina, declares that compulsory attendance has put into school 92 per cent. of white children of school attendance age in that State. Next year he hopes to have them all, and in the spring he will start an active campaign against adult illiteracy. One thousand teachers have volunteered for the task and already night schools have been opened.



## **HOW "BURROUGHS" APPRENTICES ARE TRAINED**

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### **How the Manufacturers of Adding Machines Train for Skill in Manufacture and Efficiency in Selling**

Many of the leading manufacturing concerns of this country have come to the conclusion that the old style of hiring a boy and putting him to work at some petty position where he has no opportunity to improve his condition is past. Realizing that the success of their business depends upon the quality of their product and that a high standard cannot be maintained without competent workmen, they have planned apprenticeship classes whereby boys may learn a trade and become skilled mechanics. This arrangement results to the benefit of both—the manufacturer produces skilled workmen necessary to the operation of his business, and the apprentice is enabled to earn a higher wage than he would have had he not received the training.

In this work the Burroughs Adding Machine Company has an apprenticeship system from which it has received very efficient results. This system requires that an applicant to be eligible for the apprenticeship course must have been an employe of the company for a period of six months, of good moral character, and 16 years of age. He must furnish first-class references and in order to grasp some of the things that will be required of him, must have a common school education.

#### **Probationary Period Determines Boys' Fitness**

Before an application is accepted, the applicant must serve a probationary period of three months in the department designated, which gives the company an opportunity to determine his fitness for the trade selected. When this period of probation is over and satisfactorily completed, the applicant starts the regular apprenticeship course. The course covers a period of four years, the apprentices being paid a specified rate each year and in addition to the wages paid, a bonus is given to each apprentice completing the full course.

In order to supplement the work in the factory, the apprentices are permitted to attend classes, one-half day sessions each week for a part of their term at the Cass Technical High School, for which they are paid the same rate as when working in the factory. This supplementary instruction includes mechanical drawing, elementary shop mathematics and shop science.

We endeavor to have the boys realize that we are interested

in their work and progress and try to impress upon them the importance of attending night school or taking some educational course, and with the fact that hard work and study are necessary if they would be successful in their chosen line of work.

### **Average Boy Appreciates Value of Course**

It is our experience that the ambitious boy who is mechanically inclined appreciates the advantage to be gained by an apprenticeship course, and this is demonstrated by the fact that in order to better qualify for the work, he usually attends night school classes. Rarely does an apprentice fail to complete his course unless prevented from doing so because of some unusual conditions.

The mutual benefits resulting to both the company and the apprentice forms a strong bond between them and the prospect of advancement is an incentive to the boy to stay with the company after his term of apprenticeship is completed.

Sixty per cent. of all apprentices who have graduated from our course are in the employ of the company, at the present time.

Apprenticeship offers many inducements to young men of limited means who would otherwise have been forced into that large and growing class of unskilled labor, and is a stepping stone to higher positions, as many of the superintendents and officials of large manufacturing concerns have graduated from the apprenticeship ranks.

### **Courses For Salesmen**

We do not accept applications for our sales courses from inexperienced men in the business until they have had at least a "try-out" in the field sufficiently long to convince their Sales Managers that they have ability and experience which fit them for our business and that they are in the business to stay.

Our program has been laid out to cover a variety of information which observation shows us is needed by the average salesman.

We will not outline the work for each day, but that you may know the instruction will apply to the big things, we list some subjects which will receive special consideration.

Commercial Ledger Posting.

Commercial Monthly Statements.

Bank Ledger Posting.

Bank Statements.

The Retail Field.  
Instruction on the 520.  
Closing Arguments.

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## **NEW EDUCATIONAL PLAN FOR DELAWARE**

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### **This State Is Alive to the Advantages of Complete Educational Facilities For All Her Citizens**

Members of the Chamber of Commerce of Wilmington, Delaware, and other persons who have been interested in the subject of vocational education in Delaware, have prepared a bill covering the subject, and the bill has been introduced in the legislature.

Those who have urged the adoption of such a system in Delaware point to the fact that eight states already have applied the vocational educational system to their school plans. The proposed bill, which provides for a commission to study the system in the next two years follows:

Section 1. That the Governor shall, within thirty days after this resolution takes effect, appoint a suitable commission of five persons representing the manufacturing, commercial, laboring, agricultural and educational interests of the State to be known as the Commission on Vocational Education. The Commission shall investigate the need of education in the agricultural, industrial, home and commercial occupations of Delaware and shall consider what new form of educational effort may be advisable and shall make such investigation as may be practical through printed reports and the testimony of expert and interested persons as to similar educational work done by other states or by the United States Government, or in foreign countries. The Commission shall make a report to the General Assembly of 1917, and shall make at such time recommendations for such legislation as the Commission may find necessary proper and advisable. The members of the Commission shall serve without compensation, but shall be allowed their actual and necessary expenses incurred in the performance of their duties as members of such Commission. The Commission shall organize within thirty days after their appointment by electing a president and a secretary. The Commission shall have power to employ such clerical and other assistants as shall be deemed necessary.

Section 2. The sum of \$500 or such part thereof as may be necessary, is hereby appropriated out of any moneys in the State Treasury not otherwise appropriated, to defray the expenses of

the Commission, such sum to be paid out by the State treasurer upon warrants signed by the president and secretary of the Commission.

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### **CALLS CHIEF NEED VOCATION TRAINING**

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#### **Those Able to Turn Readily to New Tasks Never Have to Fear Unemployment**

By HENRIETTA RODMAN.

Vocational training that will really prepare young people to earn a living is the greatest need of the schools to-day, perhaps the greatest need of the community.

Mrs. Alice Barrows Fernandez, director of the Vocational Education Survey, has been working on this problem for New York City the last six years. She said recently:

"There are two kinds of vocational training. One is to train young people for this or that special industry. Many people believe that this is the only practical and efficient way to prepare young folks to earn a living. 'Because,' they say, 'industry is subdivided into many processes and a boy or girl must learn skill in a special process.

"'But,' we of the opposite camp reply, 'very few boys and girls are employed permanently at any one process. The most important fact of industry is change—change of machines, change of position.'

"The man or woman who is efficient at only one kind of work will be thrown out of employment by almost any change of conditions in the industry. For example, a manufacturing company recently moved out of New York. A few weeks later I happened to meet two of their former employes. One was a trained machinist. He had found work almost immediately, but it was work at a different process. The other man knew only one type of work. He remained out of employment for weeks.

"I could cite hundreds of similar cases. The boy or girl who is trained for efficiency in a single process is comparatively helpless with industry organized as it is."

"Then you believe," I suggested "that we should train a boy to be what Professor Giddings has called a 'master of machines,' able to pass readily from one industrial process to another?"

"I believe exactly that," said Mrs. Fernandez, "and my belief is based upon six years of investigation."

"But can we do it?" I questioned. "Are there fundamental processes common to several industries?"

"There are," Mrs. Fernandez spoke conclusively. "We have found the fundamental processes in the metal trades. All that is needed is further investigation to cover the other great groups of industries. If the city undertakes to complete the survey, we shall be able to prepare our young people for genuine industrial efficiency. We shall be able to send them out of the schools protected against poverty and crime, ready to meet life happily and effectively."

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### **THE SITUATION IN PATERSON**

*(Paterson, N. J., Call)*

It will take some time for the new board of education to accommodate itself to the various educational problems. Most important is that of providing adequate seating capacity in safe buildings for the hundreds of boys and girls on half time. For many years the beginning of a school term has been marked by reports of hundreds of children to whom were denied the full privileges of education. Generally, the number increases during the term. It was promised time and again by former boards that the condition, admittedly indefensible, would be remedied, and it was in a way. But we are not building schools fast enough to meet the requirements, and therefore can't catch up with the situation. Very little, if any, progress has been made during the past year. This is a disgrace. Even members of the board admit it. But the trouble seems to be in obtaining the funds. But the question is, what shall be done about it? What steps will be taken to change conditions, to provide a seat for every boy and girl entitled to daily schooling?

As stated before, in the main, the problem is one of finances. This is not a new excuse. It was made years ago. But the evil of having children at half time has continued. If the improvement can be made, the authorities may be assured that the citizens will approve any reasonable suggestion for the solution of the problem.

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### **TRAIN WORKERS TO HOLD FOREIGN TRADE**

If the United States is to keep German foreign trade which it gains temporarily as a result of the war, this country must build up a system of vocational education which will make pos-



sible cheaper production through greater efficiency among skilled industrial workers. This is the view taken by Chicago educators who staged the first annual convention of the Vocational Education Association of the Middle West, at the Hotel La Salle recently. If American artisans in the past had been developed through scientific training, in place of being left to pick up their crafts as best they could, it is contended, the Germans never could have gone into the markets of the world and underbid American producers as they have been doing.

"The fact that the Germans are going into the commercial markets and underselling us is shown by cold, dry statistics," writes Charles McCarthy, head of the legislative reference department, of the Wisconsin state government, who participated in the program.

"In considering the specific causes of Germany's educational success in detail, the first point which astonishes us is the heavy investment made in industrial education."

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### TO TRAIN FOR FOREIGN TRADE

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#### **National Council Committee Planning a Chain of Government-Encouraged Schools with Big Business Co-operating**

A chain of Government-encouraged schools for the training of foreign and domestic commerce experts and under officials of the consular service will soon be realized in this country, if plans now being worked out meet with the success that those who are fathering the movement have every reason to expect. This announcement was made by Prof. G. L. Swiggett of the University of Tennessee, who is a member of the Committee of Commercial Preparation for Foreign Trade of the National Foreign Trade Council, of which President James A. Farrell of the United States Steel Corporation is the head.

On the committee with Prof. Swiggett are Prof. Jeremiah Jenks of New York University and Dean Gay of Harvard. Prof. Swiggett briefly outlined the scope of the plan, which he said had met with the enthusiastic approval of leading business men, bankers, and other men of affairs.

"I am delighted to find," said Prof. Swiggett, "so marked an interest shown by the enlightened business men of the country in the suggestion that some more efficient way should be found to prepare our young men for foreign service, in commerce as well as consular. This interest is naturally more marked because

of the present war in Europe and should, under the intelligent direction of our schools and colleges that can give this training opportunity, lead to permanent establishment of specific courses or even schools planned to do this very thing.

### **Golden Opportunity Here**

"Your own New York University, for example, has at its door a golden opportunity which I believe it is about ready to avail itself of, and if New York City is, as many believe it to be, the nation's business capital it should become the leader in this phase of commercial education.

"The business men of the country are ready to co-operate in this movement. The keen interest shown at the St. Louis Foreign Trade Convention of the National Foreign Trade Council, as well as at the annual meeting of the United States Chamber of Commerce in Washington, testifies to the timeliness of the topic and the imperative need of proper educational preparation.

"A careful study of our educational systems has led me to question whether we will ever be able to establish within our schools and colleges, as organized and directed, adequate courses for this specific training. You see, this implies rather an international viewpoint, something quite distinct from the usual temper or attitude of our classrooms."

These proposed schools, Prof. Swiggett said, could only be established in cities where foreign trade opportunities are naturally taken advantage of. Such cities include New York, Boston, New Orleans, Chicago, Cincinnati, and Philadelphia. These are the cities, he added, where the Bureau of Foreign and Domestic Commerce has or will establish agencies for the stimulation of foreign trade and for giving Federal co-operation when once this trade is wisely established.

### **Need for Government Support**

"One can see," continued Prof. Swiggett, "very readily how vitally necessary to the proper training for foreign service are the Federal bureaus concerned with this. This service is one in which we are interested as a nation, as we are in all relations of a foreign nature. It is my belief that we should not only appropriate money to prepare young men for foreign service, but that, under proper direction, the Government should lend its experts from the pertinent bureaus and its foreign service men as instructors in their particular subjects. The larger manufac-

turing and banking interests, with foreign and export interests, will lend their own experts.

"The time is ripe for this co-operation, as the recent appointment of Commercial Attachés and the reorganization of our Diplomatic and Consular Services plainly show. We only need an awakening in the educational world, and it will then be very easy to give this training, and do it as well, if not better, than in the European schools."

The scheme contemplates, added Prof. Swiggett, "a chain of well-selected colleges and schools," which will work in co-operation with the proper authorities and business interests in the imparting of this foreign service instruction. In addition to New York University, he mentioned as institutions that will undoubtedly form important links in the chain the University of California, University of Chicago, Tulane University, Harvard University, University of Cincinnati, and Charleston College.

#### **"SUCCESS THE RESULT OF GROWTH AND DEVELOPMENT"**

An extract from "Successward," a book written by Edward Bok, editor of the *Ladies' Home Journal*:

"Between the years of twenty and twenty-five a young man acquires rather than achieves. It is the learning period of life, the experience-gaining time. Knowledge that is worth anything does not come to us until we are past twenty-five. The mind before that age is incapable of forming wise judgments. The great art of accurate decision in business matters is not acquired in a few weeks of commercial life. It is the result of years. It is not only the power within himself, but the experience behind him, that makes a successful business man. The commercial world is only a greater school than the one of slates and slate-pencils. No boy, after attending school for five years, would consider himself competent to teach. And surely five years of commercial apprenticeship will not fit a young man to assume a position of trust, nor give him the capacity to decide upon important business matters. In the first five years—yes, in the first ten years—of a young man's business life he is only in the primary department of the great commercial world. It is for him, then, to study methods, to observe other men—in short, to learn and not to hope to achieve. That will come later. Business, simple as it may look to the young man, is, nevertheless, a very intricate affair, and it is only by years of closest study that we master an understanding of it."

### **GENERAL EDUCATIONAL NOTES**

South Carolina's women's federation of 125 clubs is planning to establish a vocational school for girls.

During the late fall and early winter there were less children working than usual in Connecticut, probably an average of 50 per cent. decrease. Many of these children returned to their school duties in accordance with the new law, but in some instances several visits of the State inspectors were required before the parents could be forced to return their children between the ages of 14 and 16 to the schools.

Howell Cheney, of Manchester, a member of the State Board of Education of Connecticut, inspected the new pre-vocational school in connection with the Grammar School at Hartford. The members of the State board are greatly interested in the new pre-vocational educational scheme in that city. It is understood that their investigation is in connection with some trade school legislation that they have under consideration before the State Legislature.

The House of Representatives of Tennessee by a unanimous vote passed the bill authorizing appropriation of \$50,000 to erect and maintain a State vocational school for delinquent girls. Members of the State Federation of Women's Clubs, who had been pushing the bill rejoiced when the measure was finally adopted.

To create among Brooklyn boys an interest in agriculture and to establish a class in farming as a vocation will be the object of the Brooklyn, N Y., Agricultural Promoting Society, which was recently organized. Already about fifteen young men who have made a particular study of botany and horticulture in their schools have joined the organization.

Dr. Sidney Edward Mezes, president of the College of the City of New York, predicted that vocational training and all the social sciences shortly would be taught in all the public schools of New York City.

"The day is not distant when women's colleges, boarding schools and high schools will include mothercraft as a highly important part of the curriculum," said Mary L. Read, director of the School of Mothercraft, New York, at the first private presentation of the school in the Hotel Majestic. Miss Read said the school is a demonstration of how a training course for the vocation of homemaking or of the mothers' helper can be made both cultural and practicable under the conditions of a home with children living in it. Similar schools have existed in England for a quarter of a century, she said.

That the club women of a State may be a great force in the effort to bridge the chasm between school and life is the conviction of Miss Frances C. Simpson, chairman of education in the Kentucky Federation. In a folder just issued by her department upon the subject of "Vocational Education, or Appropriate Education," Miss Simpson places before the Kentucky women the insistent need of such training in the elementary school, since 85 per cent. of the children attend no other. The personal right of every child to the education which will equip him for his work applies equally to the boy on the farm and the need of courses in scientific farming in the rural schools. It is shown that not more than one-fourth of 1 per cent. of our future farmers attend the State College of Agriculture. The direct connection between shop (or farm) and school-room work has vivified academic subjects for pupils. Careful observation here has shown that there is no danger of the vocational training detracting from the accepted course.

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The United States Bureau of Education has just issued a bulletin written by Mrs. Iris Prouty O'Leary on "Cooking as a Training for Home-Making in Vocation Schools," which contains some interesting and illuminating information. Much has been said in recent years about women leaving the home to engage in outside employment, but by this official publication we are told that of the thirty-one million women above the age of ten in the United States, twenty-four million are engaged in home-making. These figures would not seem to indicate any immediate danger of the disintegration of the home as the basis of social life through the diversion of feminine interest to outside industrial pursuits. As a matter of fact, Mrs. O'Leary says, "while girls may enter other trades, the great majority of women become, at one time or other, home-makers. Wage earning for them is but a temporary affair, which they will leave for a permanent position in their own homes."

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The general federation of women's clubs, through its legislative department, urges club women to make special study of the Hughes vocational educational bill, providing for the promotion of vocational education by extending federal aid to the States. (This is the successor to the Page bill.) Also a bill for the elimination of adult illiteracy in the United States. (Earnestly advocated by the education department of the general federation.)

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The Chamber of Commerce bill now before the General Assembly of Delaware, providing for the appointment by Governor Miller of a commission on Vocational Education, will, if passed, mark an epoch in the educational history of Delaware. It is significant that the initiative in this most modern educational movement has been taken by the representative men of the community, and, therefore, is an evidence of a growing interest in



public education and a recognition of the importance of its problems, upon the part of the people at large. The bill provides for a membership of five persons—evidently not restricted to men—representing the manufacturing, commercial, laboring, agricultural and educational interests of the State, and it shall be the work of the commission to determine to what extent necessity exists for education in agricultural, industrial, home and commercial occupations of Delaware, and further through research and study to outline some plan for the introduction of this training into the schools of Delaware. Two years are given for the survey. During that time the subject should receive the careful attention of every patron of the schools, to the end that the recommendations of the committee may represent not only their own personal convictions in the matter, but also the intelligent wishes of the people. Governor Miller is thoroughly interested in improving the standard of education throughout the State and he will undoubtedly find great satisfaction in naming the Vocational Commission, if the present bill passes.

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The entire minor equipment and repair work of elementary public schools of Philadelphia are the work of boys in seventh and eighth grade shops, under the supervision of their teachers. Since the first of the term every piece of work turned out by the boys is according to orders sent them through the director of vocational education, John C. Frazee, and is for their own or another school. Begun as an experiment, the idea has proved very successful. The shop classes, instead of being an expense to the board of education, are virtually paying for themselves, beside furnishing many useful and substantial articles of woodwork to public schools. In every instance, the work is well done, and covers a field of carpentry embracing bulletin boards, lunch racks, tables, window ventilators, benches and stepladders.

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"Bring into the school board the housewife, farmer, and business man. If existing educational boards are not capable of administering vocational training in the schools, they are not even capable of handling their liberal educational jobs." Arthur D. Dean, chief of the division of educational schools in the State of New York, thus scored opponents of vocational training in the schools. He spoke at the opening meeting of the first annual convention of the Vocational Association of the Middle West at the Hotel La Salle, Chicago.

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Of the \$80,000 approved by the State Board of Education for vocational training in New Jersey, Newark will receive \$32,645.

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The State Board of Agriculture of New Jersey at its final meeting passed a resolution which calls for the establishment of a college for the higher education of women in connection with the Rutgers College at New Brunswick.

A machine shop, foundry and printing shop costing approximately \$250,000 will be built at Mooseheart, Ill., for the education of orphans whose fathers were members of the Loyal Order of Moose.

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What can be done in Gary, Ind., under the famous Gary educational system, is now being accomplished successfully at the Central school, Troy, N. Y. With the burning of school No. 5, during the holiday season, and with 600 pupils to house, the school authorities turned toward the Gary idea and since the beginning of the new year 1,150 students have been wisely and successfully accommodated in the big building. The present system is the result of a visit to Troy city just before the new year of Superintendent Wirt, of Gary, Ind., who at that time addressed the board of education and teachers. The specific results of that visit and the actual working out of the system have been answered in detail by Professor John E. Healey, Jr., formerly principal of school No. 5 and now associated in the work at the Central school.

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Officials of the public schools of Washington are planning to give vocational education their added impetus during the current half of the school year. During the last half not a little was done, but the authorities hope to broaden the scope of the work and add to it continuously and consistently. Woodworking, cabinet making and upholstering are being taught the boys, while the girls are learning sewing, millinery, cooking and house-keeping. At the same time they are learning these things they are also being taught academic work, and those who care to may, on completing the eighth grade, enter high school.

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### **BOOKS RECEIVED**

The Standard Dictionary (Desk Edition), Funk and Wagnalls Company, New York, price \$1.50. This edition is a convenient size for the business man's desk and no dictionary enjoys greater popularity than the Standard.

"Vocations for the Trained Woman," the Women's Educational and Industrial Union, Boston. This book deals especially with the possibilities for employment of trained women in agriculture, social service, secretarial service and the business of real estate.

"The Public Schools and Women in Office Service," the Women's Educational and Industrial Union, Boston, a study in economic relations of women.

# Committees of The National Association of Corporation Schools 1914-15

## Trade Apprenticeship Schools

J. M. Larkin, *Chairman*,  
Fore River Shipbuilding Corporation,  
Quincy, Mass.  
P. W. Thomas,  
Atchison, Topeka & Santa Fe Railway,  
Topeka, Kansas.  
W. L. Chandler,  
Dodge Mfg. Company, Mishawaka, Ind.

## Special Apprenticeship Schools

F. R. Jenkins, *Chairman*,  
Commonwealth Edison Company,  
Chicago, Ill.  
J. W. Dietz,  
Western Electric Company, Chicago, Ill.  
T. E. Donnelley,  
R. R. Donnelley & Sons Company,  
Chicago, Ill.

## Accounting and Office Work Schools

George B. Everitt, *Chairman*,  
National Cloak and Suit Company,  
203-17 West 24th St., New York City.  
Frederick Uhl,  
The American Telephone & Telegraph  
Company,  
15 Dey Street, New York.  
E. J. Mehren,  
The McGraw Publishing Company,  
239 West 39th St., New York.  
E. C. Wolf,  
The Curtis Publishing Company,  
Philadelphia, Pa.  
H. V. R. Scheel,  
Brighton Mills, Passaic, N. J.

## Advertising, Selling and Distribution Schools

C. A. S. Howlett, *Chairman*,  
General Electric Company,  
Schenectady, N. Y.  
Prof. M. T. Copeland,  
Harvard Business School,  
Cambridge, Mass.  
F. P. Pitzer,  
The Equitable Life Assurance Society,  
165 Broadway, New York.  
H. G. Petermann,  
United Cigar Stores Company,  
44 West 18th St., New York City.  
H. Tipper,  
The Texas Company,  
17 Battery Place, New York City.  
Dr. Lee Galloway,  
New York University,  
Washington Sq. East, New York City.

## Safety, Hygiene and Co-operation

L. H. Burnett, *Chairman*,  
Carnegie Steel Company, Pittsburg, Pa.  
Sidney W. Ashe,  
General Electric Company,  
Pittsfield, Mass.  
J. C. Robinson,  
The New York Edison Company,  
New York City.

## Committee on Public Education

A. E. Corbin, *Chairman*,  
Packard Motor Car Company,  
Detroit, Mich.

## Committee on Public Education—

*Continued*

E. G. Allen,  
Cass Technical High School,  
Detroit, Mich.  
Miss Harriet Fox,  
Strawbridge & Clothier,  
Philadelphia, Pa.

## Committee on Allied Institutions

James A. Roosevelt, *Chairman*,  
Roosevelt & Thompson,  
71 Broadway, New York City.  
R. L. Cooley,  
Supt. Continuation Schools,  
Milwaukee, Wis.  
Norman Collyer,  
Southern Pacific Railroad Company,  
San Francisco, Cal.

## Employment Plans

C. R. Johnson, *Chairman*,  
Goodyear Tire & Rubber Company,  
Akron, Ohio.  
Mr. N. F. Dougherty,  
The Pennsylvania Railroad Company,  
515 Lloyd St., Pittsburgh, Pa.  
W. M. Skiff,  
National Lamp Works, Gen. Elec. Co.,  
Nela Park, Cleveland, Ohio.  
F. D. French,  
American Multigraph Sales Company,  
Cleveland, Ohio.

## Vocational Guidance

Dr. Henry C. Metcalf, *Chairman*,  
Tufts College, Mass.  
Dr. Walter Dill Scott,  
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